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Mrs Rachel Morley
Headteacher
Laughton All Saints C of E Primary School
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Dear Mrs Morley

Short inspection of Laughton All Saints CofE Primary School

Following my visit to the school on 17 July 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in February 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You lead the school with dedication and determination. Under your leadership, the school has made significant progress. You have put in place measures to address all areas that were of concern to you. For example, you have ensured that the site is more secure and have implemented systems to accurately monitor pupils' progress.

The school is a welcoming and friendly place where pupils thrive. Pupils enjoy their experiences at school. They are enthusiastic about their 'fun' teachers. Pupils talk with excitement about their lessons and the engaging activities that teachers plan. They appreciate the equipment that is now available to them at breaktimes. Pupils are proud to have responsibilities such as Kindness Kidz and Power Cadets. They understand the importance of these roles within school. Pupils carry out these roles with empathy and maturity.

Your staff support you well. They enjoy and appreciate the freedom and professional responsibility you give them. Due to this, they can plan good-quality lessons and activities. These stimulate and encourage pupils' learning and progress. Your staff take responsibility for the progress of their pupils. They work as a team and understand the need for high levels of communication. This enables staff to use information about pupils to ensure a consistent approach. This is especially effective when pupils are moving into a new class. Staff value that you prioritise their well-being.

You have addressed the areas for improvement identified in your last inspection report. Pupils now use mathematical skills to solve problems, including those in real-life situations. They understand the practical use of time, measure and money. For example, one class were calculating the cost of an upcoming wedding buffet. Pupils used mathematical vocabulary well to discuss methods of solving problems. They work collaboratively, often providing peer support. Pupils work independently, drawing on their prior learning and skills.

Pupils, especially those who are the most able, are not always challenged enough in their work. Pupils are not given enough opportunities to get things wrong. Pupils would benefit from more opportunities to build resilience and perseverance when learning is more difficult.

Safeguarding is effective.

The leadership team ensures that all safeguarding arrangements are fit for purpose. The school has a strong safeguarding culture. Staff understand their responsibility to keep children safe. You train them well and have a strong understanding of current safeguarding priorities. Staff are up to date with current legislation. They are clear and confident on the procedures they must follow if they have any concerns.

Pupils have a high level of understanding of how to keep themselves safe in and out of school and online. Some pupils are Power Cadets. Their training allows them to educate others in staying safe online. The Power Cadets have held sessions for other pupils to increase their awareness, for example, not giving out personal details. Pupils are knowledgeable about how to be healthy. They understand the importance of eating fruit and vegetables. Pupils know how to choose drinks with little or no sugar. They recall science lessons about staying healthy.

Parents say that their children are safe at school. They are happy with recent additions to make the school site more secure.

Behaviour in classes and around school is good. Where inappropriate behaviour does occur, leaders take swift and meaningful action to ensure that it does not recur.

Inspection findings

- Children in the early years get off to a strong start. They have opportunities to experience a wide range of well-planned and practical activities. They learn and play well alongside each other. Staff encourage pupils to think and talk about their experiences.
- Pupils are polite and show respect to staff, each other and visitors alike. Most are confident and self-assured. They are curious, inquisitive and enjoy learning. Pupils have strong opinions about modern life, particularly the inappropriate use of technology. Some have a mature understanding about modern-day Britain. Pupils show empathy towards others. They understand that we are not alike and

sometimes 'other children's minds and bodies are different'. They are aware that at school, 'some people struggle and then there is extra support, like sensory things, for them to use.'

- Pupils present their work consistently well throughout school. Your high expectations are clear to see. Pupils' pride folders show the high standard of work produced.
- Pupils make good progress. Opportunities for those in need of additional support are frequent and targeted. Teachers and support staff work closely together to make sure that each pupil has a highly personalised plan of work. School progress information shows that these pupils are making strong progress towards their targets.
- Leaders respond well to the increasing numbers of pupils who have special educational needs (SEN) and/or disabilities. You and your staff have demonstrated a strong understanding of individual need. The provision of the small nurture group has enabled many pupils to remain at school. You meet all your statutory requirements for those with an education, health and care plan. You work with external agencies well to support pupils. Your staff identify additional needs early. You and your staff team take appropriate action to support pupils and parents.
- Staff enjoy taking part in school improvement. They appreciate the collaborative approach you take in deciding whole-school priorities. Staff take responsibility for supporting areas for improvement.
- Your governing body supports you well. They have a wide range of experience and use this to enhance and increase improvement. Although some are new to governance, they have a realistic and informed understanding of the school. You provide them with accurate and up-to-date information. They challenge you and ask appropriate questions to enhance their understanding.
- You have done a great deal to improve attendance and prevent persistent absence. For example, you have increased engagement with parents and offer rewards. You carry out home visits where necessary. You acknowledge that there is still much work to do to ensure that parents understand the importance of their child's attendance.
- Teachers sometimes miss opportunities to stretch learning further for the most able pupils in mathematics. Pupils are not always challenged enough in lessons. Where staff provide optional challenging activities, they are not always chosen by the pupils and staff do not give enough encouragement to pupils to try.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to improve the attendance of individual pupils
- staff increase opportunities for pupils, especially the most able, to be further challenged in mathematics.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Sheffield, the regional schools commissioner and the director of children's services for Rotherham. This letter will be published on the Ofsted website.

Yours sincerely

Sara Roe
Ofsted Inspector

Information about the inspection

During the inspection, I discussed the work of the school with you, the safeguarding team, the lead members of staff for additional funding and the coordinator for special educational needs. I also talked to the school's education welfare officer and four members of the management committee, including the chair and the vice-chair. I examined information about pupils' progress and looked at pupils' workbooks carefully. I checked a range of documentation, including leaders' evaluation of the school's effectiveness, external evaluations of aspects of the school's work, case files and minutes of meetings of the management committee. I considered 19 responses to Parent View, Ofsted's online questionnaire for parents. I visited all classes to observe teaching, learning and assessment. I was accompanied by you. A formal discussion was held with nine pupils. I talked more informally to pupils in lessons and around school.